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ABSTRACT

A comprehensive profile of the Division of Continuing Education (DCE) undergraduate students enrolled in credit courses at Massachusetts public colleges and universities is presented. Information is included in the categories of: overall profile of DCE students; profile of university DCE students; profile of state college DCE students; profile of community college DCE students; and summary profiles. According to the responses to the survey of such students: 55.8% of the DCE students are women; 43.4% are 30 years old or older; 89.2% of the students are white; 70.4% pay for their college courses with their own salary; 91.9% are employed; the median personal income is $15,000-$19,999 per year; 76.9% are primarily enrolled as continuing education students and do not take any classes during the day (91.2%); on the average, DCE students have completed at least some college courses and have earned 10-19 college credits beyond their last degree by the spring semester; most of them are planning to attain a college degree; and the major factors influencing them to pick the college they attend are convenient location, affordable cost, availability of a specific course of study, and convenient dates and times of classes. An appendix provides the following information: survey response rate and responses to continuing education student survey (general information; methods of financing, employment status, and education). (SM)

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DCE Student Profile: A Report on the Results from the Division of Continuing Education Student Survey

Massachusetts Public Higher Education

September 1989

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DCE STUDENT PROFILE:
A REPORT ON THE RESULTS FROM THE DIVISION OF CONTINUING EDUCATION STUDENT SURVEY

SPRING 1989

SYNOPSIS

The **"Continuing Education Student Survey"** provides a comprehensive profile of the Division of Continuing Education (DCE) undergraduate students enrolled in credit courses at Massachusetts public universities and colleges. The resultant data reveal that DCE students are generally part-time students enrolled in Continuing Education courses/programs in order to earn a degree/certificate and to facilitate job advancement. They are predominantly White adults in their mid to upper twenties, United States citizens, with a high proportion of women among them. Approximately half of these students are or have been married and a considerable proportion have children. They pay for college with their own salary, receiving some employer reimbursement and financial support from their families. The majority of them are employed; almost three-quarters work full-time. They are employed in both public and private administration and services as well as in manufacturing and construction, working as professionals, technicians, secretaries, managers, administrators, and service workers. Their median personal income is $15,000-$19,000 per year, and their median household income is $35,000-$39,000 per year. Continuing Education students have diverse educational backgrounds. They are most often enrolled in Business/Commerce/Communications courses, or in Liberal Arts/Humanities/Fine Arts courses, and are planning to earn Associates or Bachelor's degrees. They chose their college because of its convenient location, affordable cost, the availability of specific courses, and the convenient dates and times of classes, and were influenced in their college choice by a recommendation and by the college's academic reputation.

A "typical" Continuing Education student might be a woman in her mid-twenties who is either single and has no children, or is married and probably has 1 to 2 children. She is White, a United States citizen, and English is her first language. The student drives or is driven to her weeknight 6:00 P.M. DCE credit classes at the main campus where she is primarily enrolled as a DCE student. She pays for her education mainly from her own salary, with some employer reimbursement, and some financial support from her family. She works full-time in a professional/technical job in public administration and services and earns a little over $15,000 - $19,000 per year. The student's total household income is very likely $40,000 or more per year. This student is a high school graduate, has had some college education, having accumulated 10-19 college credits past her last degree. She is taking only one to two courses in the spring 1989 semester, probably in Business/Commerce/Communication or Liberal Arts/Humanities/Fine Arts. Most likely she has not yet been accepted into a degree granting program, but is planning to complete an Associate or Bachelor's Degree at her college. The "typical" DCE student is enrolled in Continuing Education in order to earn a degree/certificate, to facilitate job advancement, and has the hope of self-improvement, especially in specific academic skills. This student's college choice was based on the location of the college, the cost of attending, the availability of specific courses, and convenient dates and times of classes. Other important factors in her college choice were the academic reputation of the college and the fact that someone recommended that specific college to the DCE student.

INTRODUCTION

The Spring 1989 "Continuing Education Student Survey" was taken by a sample population of Division of Continuing Education (DCE) undergraduate students taking DCE credit courses at Massachusetts public universities and colleges. The survey yielded 11,696 responses, which is over one-fifth (22.6%) the actual Spring 1989 enrollment. (Please see the Survey Responses in the Appendix) Of the total responses, 64.5% were from DCE students at the Community Colleges, 23.1% from those at the State Colleges, and 12.4% from those at the public Universities - proportions corresponding (within 2.2%) to those in the actual spring enrollment in the system.

The survey was initiated by the Regents' Task Force on Continuing Education in order to obtain general information on the makeup of the DCE student body. The Task Force was charged with studying issues associated with graduate and undergraduate continuing education and making appropriate recommendations to the Board of Regents. A report on graduate continuing education was adopted by the Regents in 1987. Subsequent to the survey, a second report on undergraduate continuing education programs was adopted by the Regents in June 1989. The "Continuing Education Student Survey" was, therefore, part of the Task Force's study of undergraduate DCE programs. Prior to this study separate data on these students were not collected since they were not considered part of the "regular" state supported college enrollment in Massachusetts. The Task Force, in conjunction with the Board of Regents' Office of Research, Information Systems, and Assessment, conducted the survey to obtain the demographic, socioeconomic, and academic background information on DCE students that was considered essential to the issues and policy deliberations of the committee was addressing. The survey questionnaires were distributed to a sample of continuing education credit classes at each of the public universities, state colleges, and community colleges with a DCE program. The students responses were marked on optical scanning forms and did not include any information on the students' names or identification numbers; the students' responses were confidential and anonymous. It is probably due to this factor, as well as to the controlled distribution and collection of the survey, that facilitated the high response rate and low percent of missing data. The percent of missing responses for most of the survey questions was negligible, not over 3.0%. Therefore, all of the percentages presented in the body and appendices of this report exclude missing data and have been prorated accordingly. (Please see the Survey Responses in the Appendix)

This report presents profiles of continuing education students, for the overall undergraduate population and by segment. The responses to each question on the questionnaire are reported in the Appendix. General, financial and employment, and academic information is presented for the entire DCE population, and then for the University, State College, and Community College Segments. This is followed by summary profiles of "typical" continuing education students based on information gleaned from the data analyses.

PROFILES

OVERALL PROFILE OF DCE STUDENTS

According to the responses to the Spring 1989 "Continuing Education Student Survey," the overall profile of these DCE students is as follows:

General Information

* More than half the DCE students are women (55.8%).
* They range in age from under 18 to over 65 years old, with the median age range being 25-29 years old. A notable percent of these students (43.4%) are 30 years old or older. Only 7.6% are under 20 years old.
* Half (50.8%) of them have never been married, and over half (61.4%) do not have children. The DCE students who have children are most likely to have two children, to be married, and to be in their mid to upper thirties. Their children range in age from newborns to adults, with over half the children (60.3%) being 10 years old or younger. Minorities and women students are more likely to have children.
* Most of these students are White (89.2%), while 4.6% are Black/Cape Verdean, 2.4% are Hispanic, 3.0% are Asian/Pacific Islander, and 0.9% are Native American/Alaskan Natives. Only 7.5% are not U.S. citizens. For only 10.0% is English their second language.
* Most of the DCE students drive or are driven to their college(90.7%).

Financial and Employment Information

* Almost three-quarters of these students (70.4%) pay for their college courses with their own salary. Over a quarter of them (27.9%) also receive employer reimbursement for college costs, and almost a fifth of them (18.2%) receive additional financial support from their family.
* The majority (91.9%) of DCE students are employed. Almost three-quarters (72.5%) work full-time, while an additional 12.1% work at least 20 hours a week part-time.
* They have a variety of occupations, most of which fall under the following categories:
  - (27.6%) Professional, technical, & similar workers
  - (15.6%) Secretarial, clerical, data entry, & similar workers
  - (11.1%) Managers and administrators
  - (10.3%) Service workers

* They are employed in a range of industries, notably those under the following categories:
  (21.8%) Public Administration & Public Services
  (14.3%) Private Services
  (12.7%) Manufacturing, Construction

* The DCE students' median personal income is $15,000–$19,999 per year. While 23.6% earn less than $10,000 per year, 30.5% earn $25,000 or more. Their median household income is $35,000–$39,999 per year. And 42.0% have household incomes of $40,000 or more per year.

Education

* Most (76.9%) report that they are primarily enrolled as Continuing Education students and do not take any classes in the day session (91.2%). Three-quarters of the DCE students say that weeknights are the best time for them to take classes, 50.7% prefer a 6:00 P.M. class starting time. Almost a third of the students (31.0%) take some of their credit courses at a branch campus or site away from the main campus.

* The majority (82.3%) of DCE students are enrolled on a part-time basis taking 1–2 classes. Only 7.7% are taking 3 or more classes.

* On the average, the DCE students have completed at least some college courses and have earned 10–19 college credits beyond their last degree by the spring semester. Most are taking 1 or 2 courses that semester, and 35.4% were definitely enrolled in a degree granting program. The program areas most commonly enrolled in are Business/Commerce/Communications (27.3%) and Liberal Arts/ Humanities/Fine Arts (17.1%).

* Most of the DCE students are planning to attain a college degree. While 60.3% plan to complete a degree at the college they are attending, another 15.7% plan to transfer credits to another college and complete a degree elsewhere. An Associate in Applied Science, a Bachelor of Science, and an Associate in Arts/Sciences were the degrees the students most frequently plan to complete.

* The major reasons the students chose to enroll in Continuing Education are as follows:
  (60.8%) "To earn a degree/certificate"
  (51.4%) "Job advancement"

* The major factors that influenced the DCE students to pick the college they were enrolled at are as follows:
  (64.7%) "Convenient location of the college"
  (54.3%) "Affordable cost of attending"
  (53.6%) "Availability of a specific course of study"
  (44.5%) "Convenient dates & times of classes"
  In addition, when the "Very True" and "Somewhat True" responses to the question are combined, other important factors include the "Academic reputation of the college" (53.5%) and the fact that someone recommended the college to the DCE student (41.9%).

PROFILE OF UNIVERSITY DCE STUDENTS

There are some differences in the Continuing Education student populations by segment, as expected. Students responding to the survey who are enrolled in the University Segment comprise 12.4% of the total survey population. The profile of the students enrolled in Public Universities differs from the overall DCE population in the following ways:

General Information

- More than half the University DCE students are men (55.5%).
- Compared to the DCE Total, a higher proportion of these students are single and do not have any children.

Financial and Employment Information

- These students are more likely to be receiving employer reimbursement for their college education (34.2% as compared to the overall DCE 27.9% .)
- Fewer University Segment DCE students are unemployed (4.7% compared to 8.1%). A higher proportion are employed in a Professional/Technical occupation. Almost twice the proportion (16.5%) work in Computer/Computer Related occupations, and a smaller proportion are employed in Secretarial/ Clerical/Data Entry and similar jobs.
- The median personal incomes of DCE students at Public Universities are higher than the overall DCE population, with 37.3% making $25,000 or more per year. Just less than half (45.6%) have household incomes of $40,000 or more per year.

Education

- Of University DCE students, 12.4% are taking some classes in the day session, as compared to 8.8% in the overall DCE population.
- University students also prefer weeknight courses, but prefer that their classes start somewhat later in the day. A third (34.4%) responded that they prefer classes with a start time of 7:00 P.M. (compared to a fourth of the Total group.)
- This segment's students have attained a somewhat higher level of education. By the spring 1989 semester, they have also earned more college credits since their last degree (20-29 credits.)
- Over twice the proportion (20.0%) are enrolled in Engineering programs. More university DCE students are enrolled in Liberal Arts, while a smaller proportion are enrolled in programs in Business/Commerce/Communications.

* Like the respondents overall, well over half (66.2%) intend to complete a degree at the college they are attending. Another 11.3% plan to transfer credits to another college. Unlike the Total, over half plan to complete some form of Bachelor's Degree, predominantly a Bachelor of Science (40.4%) rather than a Bachelor of Arts (12.7%) degree.

* The reasons University Segment DCE students give for enrolling in Continuing Education parallel those of the total DCE population, their major reasons being to "Earn a degree/certificate" (57.5%) and "Job advancement" (46.5%).

* The University DCE students' reasons for choosing their particular college are very much like the reasons of the overall DCE population. One exception is that the "Academic reputation of the college" they are attending is a more significant factor to the university student (69.7% vs. 53.6% when the "True" responses are combined) in their choice of college. "Convenient location" (57.1%), "Availability of a specific course of study" (51.5%), and "Affordable cost of attending" (44.8%) were the major factors indicated by this segment.

PROFILE OF STATE COLLEGE DCE STUDENTS

The DCE students responding to the survey who are enrolled in the State College Segment comprise 23.1% of the total survey population. The profile of the students enrolled at the State Colleges differs from the overall DCE population in the following ways:

General Information

- A higher proportion of the State Colleges' DCE students are female (61.1%) and White (94.2%) in comparison to the overall DCE population.
- There is a smaller percentage of students for whom English is a second language (5.2% State College Segment compared to 10.0% overall), and a smaller percentage who are not United States citizens (3.9%).

Financial and Employment Information

- Most of these students hold full-time jobs, and fewer are either not employed or homemakers.
- A higher proportion (38.3% compared to 27.6%) are Professional/Technical workers and twice as many are likely to be working in Education (20.4% vs. 9.0%). They are also less likely to be employed in Manufacturing or Construction jobs.
- The State College Segment students' median personal income is higher ($20,000-$24,999 per year). Over a third (35.2%) earn $25,000 or more per year. Their median household income is also somewhat higher. Almost half (47.4%) have a household income of $40,000 or more per year.

Education

- State College DCE students are more likely to take some classes at a branch campus or at a site other than the main campus. Twice as high a proportion prefer an earlier class start time than the overall DCE population; 17.9% list Weekdays before 5:00 P.M. and 23.1% list Weekdays at 5:00 P.M. as the best time for classes.
- Like the University Segment DCE students, the State College DCE students have attained a higher level of education and have accumulated more college credits since their last degree (20-29 credits) by the spring 1989 semester.
- Almost half have definitely been accepted into a degree granting program. More are enrolled in the Liberal Arts/ Humanities/Fine Arts and in the Social Sciences/Social Work/Pre-law program areas. Significantly fewer are enrolled in Engineering programs (1.0% vs. 9.0% in DCE overall.)

* A higher proportion, almost three quarters (71.2%), intend to complete a degree at the college in which they are enrolled. An additional 9.1% plan to transfer credits to another college. Almost half (46.4%) intend to complete a Bachelor's Degree at their college (34.5% in Sciences). Almost none plan to complete an Associates Degree (1.9% of State College DCE compared with 28.6% Total respondents.)

* The State College Segment DCE students' reasons for enrolling in Continuing Education parallel those of the overall population. "Earning a degree/certificate" (67.1%) is the major reason given for being in the Continuing Education program.

* Reasons given by the State College DCE students for attending their particular college are very much like those of the Total respondents, with "Convenient location" (63.2%), "Affordable cost" (57.0%), "Availability of a specific course of study" (54.5%), and "Convenient dates & times of classes" (40.1%) being major factors in their college choice.

PROFILE OF COMMUNITY COLLEGE DCE STUDENTS

The DCE students responding to the survey who are enrolled in the Community College Segment comprise over half (64.5%) of the total survey population, and consequently, their characteristics significantly shape the overall Continuing Education population. The profile of the students enrolled in Community Colleges differs from the overall DCE population in the following ways:

General Information

- Community College DCE students have a somewhat higher proportion of women (56.0%).
- They have a somewhat higher percentage of Minority students (13.0%) than the DCE students overall (10.9%).
- More of them are not United States' citizens (9.2% vs. 7.5%) and a higher proportion speak English as their second language (12.1%).

Financial and Employment Information

- Most of these students also work and are employed on a full-time basis (73.6%).
- Fewer hold Professional/Technical jobs, while a higher proportion hold Secretarial/Clerical/Data Entry positions.
- A smaller percentage work in Education (5.2% vs. 9.0% overall), and somewhat more work in Manufacturing and Construction jobs.
- The median household incomes of continuing education students at the community colleges are slightly lower than those of the total group. Only 27.4% have personal incomes of $25,000 or more per year. However, 39.9% have household incomes of $40,000 or more per year.

Education

- While a quarter of these students (25.9%) are high school graduates, for about one-half (47.1%) the highest level of education they have attained is some college.
- A little over half (51.0%) are taking only 1 DCE course in the Spring 1989 semester.
- A somewhat smaller proportion of the Community College DCE students (31.4%) have been accepted into a degree granting program. The largest proportion of these students (28.9%) are enrolled in Business/Commerce/ Communications, followed by 14.9% in Liberal Arts/Humanities/Fine Arts.

- Fewer of them, but still over half (55.3%), plan to complete a degree at the college they are attending. A higher proportion (18.9%) plan to transfer credits to another college. A notable percent (42.5%) plan to complete an Associates degree.

- The Community College Segment DCE students' reasons for enrolling in Continuing Education parallel those of the overall DCE population. The major reasons given for enrolling in Continuing Education are "To earn a degree/certificate" (59.2%), "Job advancement" (54.0%), and "Mainly for self-improvement" (43.1%).

- The reasons given by Community College DCE students for attending their particular college are very much like those of the Total respondents, with "Convenient location" (66.6%), "Affordable cost" (55.1%), "Availability of a specific course of study" (53.8%), and "Convenient dates & times of classes" (47.8%) being major factors in their college choice.

SUMMARY PROFILES

Taking the characteristics of the Continuing Education students, summary profiles of "typical" DCE students by segment can be created.

A "typical" public University Continuing Education student is probably a man in his late twenties who is single and does not have any children. He pays for his education with his own salary, and is even more likely than the overall DCE population to be receiving employer reimbursement for his college costs. His occupation is in a professional/technical or computer field. Compared to DCE students overall, he has higher personal and household incomes, probably earning $20,000 - $24,000 or more per year. The University Segment DCE student is more likely to be taking some classes in the day session. He is taking more classes later at night, starting at 7:00 P.M.. Having attained a somewhat higher level of education and earned more credits, he is planning to complete a Bachelor of Science degree at the college in which he is enrolled. He is more taking Engineering, or possibly Liberal Arts/Humanities/Fine Arts, or perhaps Business/Commerce/ Communications courses. The University DCE student enrolled in order to earn a degree and for job advancement. This student chose his college by its academic reputation, as well as its convenient location, selection of available courses, and affordable cost.

The "typical" State College DCE student, on the other hand, would more probably be a woman who may be single, or married with two children. Most likely she is White and a United States citizen. This student holds a full-time job and may be a professional working in education or in public administration and services. She has an income around $20,000-$24,999 per year, and a higher household income than the overall population of DCE students. She is also paying for her college education mostly from her own salary, and is receiving additional financial support from employer reimbursement and from her family. Her two classes meet on the main campus and start weeknights at 6:00 P.M.. Having graduated high school and earned some college credits already, possibly even an Associate Degree, this student plans to complete a Bachelor of Science Degree in Business/Commerce/ Communications or a Bachelor of Arts Degree in Liberal Arts/Humanities/Fine Arts at the college in which she is enrolled. The typical State College DCE student enrolled in Continuing Education in order to earn a degree/certificate, for job advancement, and for self-improvement especially, in specific academic skills. She chose her particular college because of its convenient location, affordable cost, specific available courses, and convenient dates and times of classes.

A "typical" Community College DCE student's profile might be as follows. The student would probably be a woman in her upper twenties who might be single without children, or married with two children between the ages of 1 and 10 years old. Compared to the overall DCE population, she is somewhat more likely to be a Minority, possibly not a United States citizen, and to be speaking English as a second language. Employed on a full-time basis, she might be a secretary/clerk/data processor, a manager, or service worker in public/private services, or in manufacturing/construction. Having lower personal and household incomes than the overall DCE population, she is earning $15,999 - $19,999 per year, and her total household income is somewhat less than $30,000 - $34,999 per year. She pays for her college education mostly from her own salary, but also relies on employer reimbursement, family support, and other financial aid programs to help meet college costs. This Community College student is taking only one evening course, at 6:00 P.M., possibly at a branch campus or other site. Having graduated high school, the student might be planning to get an Associate Degree in Business/Commerce/Communication. Alternately, she could be planning to transfer credits to another college and is enrolled in Liberal Arts/ Humanities/Fine Arts courses. The "typical" Community College Segment DCE student chose to be in Continuing Education for a wide variety of reasons, mainly to earn a degree/certificate, job advancement, and for self-improvement, especially in specific academic skills. This student was influenced by recommendations about college choice and considered the college's reputation, then chose a college based on its convenient location, affordable cost of attending, availability of specific courses, as well as convenient dates and times of classes.

CONCLUSIONS

The "Continuing Education Student Survey" gives us a comprehensive profile of the continuing education students in the Massachusetts public higher education system. The results, in Total and by Segment, provide valuable insight to the actual makeup of the DCE students, supporting some yet refuting other assumptions about who these students actually are. Though a majority of them attend college on a part-time basis, most DCE students enrolled in order to complete a degree, to acquire new knowledge and academic skills. Therefore, in the fundamental definition of a college student, they are like the state supported students. Though coming from a diverse background and wide ranges of age, education, and socioeconomic status, the continuing education students are predominantly adults in their mid to upper twenties, White, United States citizens, employed on a full-time basis and pay for their education with their own salaries. They are also made up of high proportions of women, married students with 1 to 2 children, students who earn $25,000 or more per year, and students whose household incomes exceed $40,000 per year. Many of them are professionals who work in public and private administration and services. Their choice to attend a specific college primarily was based on the availability of specific courses they wanted and on the college's accessibility.

The preceding profiles of the Continuing Education Students give a clearer picture of who these students are, why they chose to enroll in DCE and at a particular college, and what their educational goals are. The data provide a foundation of demographic, socioeconomic, and academic information upon which decisions on critical issues and policy deliberations can be made. The Regent's Task Force on Continuing Education has already issued a report based on the survey results. This information bears closer examination and study, especially that of looking into the various subgroups in each segment as well as more analysis on the students' perceptions and evaluations of their Continuing Education experience.

APPENDIX

SURVEY RESPONSE RATE 1

RESPONSES TO THE CONTINUING EDUCATION STUDENT SURVEY 2

General Information 2

Methods of Financing 4

Employment Status 4

Education 5

APPENDIX

CONTINUING EDUCATION STUDENT SURVEY
SURVEY RESPONSE RATE
Spring 1989

	RESPONSES #	RESPONSES %	UNDERGRADUATE ENROLLMENT #	UNDERGRADUATE ENROLLMENT %	RESPONSE RATE
UNIVERSITIES					
U Mass Boston	100	0.9%	1,000	1.9%	10.0%
U Mass Amherst	96	0.8%	1,308	2.5%	7.3%
U Lowell	701	6.0%	3,025	5.8%	23.2%
Southeastern Mass U	547	4.7%	1,418	2.7%	38.6%
SUBTOTAL	1,444	12.4%	6,751	13.0%	21.4%
STATE COLLEGES					
Bridgewater	585	5.1%	1,857	3.6%	31.5%
Fitchburg	307	2.6%	1,915	3.7%	16.0%
Framingham	460	4.0%	1,911	3.7%	24.1%
Mass Art	75	0.6%	1,094	2.1%	6.9%
North Adams	112	1.0%	326	0.6%	34.4%
Salem	469	4.0%	3,127	6.0%	15.0%
Westfield	318	2.7%	1,154	2.2%	27.6%
Worcester	348	3.0%	1,366	2.6%	25.5%
SUBTOTAL	2,674	23.1%	12,750	24.6%	21.0%
COMMUNITY COLLEGES					
Berkshire	269	2.3%	1,013	2.0%	26.6%
Bristol	534	4.6%	2,111	4.1%	25.3%
Bunker Hill	606	5.2%	3,142	6.1%	19.3%
Cape Cod	493	4.3%	3,547	6.9%	13.9%
Greenfield	183	1.6%	582	1.1%	31.4%
Holyoke	505	4.4%	1,864	3.6%	27.1%
Mass Bay	367	3.2%	1,599	3.1%	23.0%
Massasoit	827	7.1%	3,333	6.4%	24.8%
Middlesex	789	6.8%	3,490	6.7%	22.6%
Mt. Wachusett	330	2.9%	1,410	2.7%	23.4%
North Shore	639	5.5%	2,644	5.1%	24.2%
Northern Essex	697	6.0%	2,386	4.6%	29.2%
Quinsigamond	419	3.6%	1,935	3.7%	21.7%
Roxbury	206	1.8%	837	1.6%	24.6%
Springfield Technical	618	5.3%	2,387	4.6%	25.9%
SUBTOTAL	7,482	64.5%	32,280	62.3%	23.2%
* SYSTEM TOTAL	**11,696**	**100.0%**	**51,781**	**100.0%**	**22.6%**

* System Total includes 96 (0.8%) responses missing college code.

Mass Board of Regents of Higher Ed: Office of Research & Information Systems

6/89
AKM/2020

APPENDIX

RESPONSES TO THE CONTINUING EDUCATION STUDENT SURVEY

Spring 1989

RESPONSES TO SURVEY

	#	%
University Segment (US):	1,444	(12.4%)
State College Segment (SC):	2,674	(23.1%)
Community College Segment (CC):	7,482	(64.5%)
* TOTAL # RESPONSES	11,696	

* Total includes 96 (0.8%) responses missing college code.

\- Percentages have been prorated to exclude missing responses; missing responses do not exceed 3.0% for most questions (exceptions are noted).

GENERAL INFORMATION

1. What is your Gender?

TOTAL	US	SC	CC	
44.2%	55.5%	38.7%	44.0%	A. Male
55.8%	44.5%	61.3%	56.0%	B. Female

2. What is your Age?

TOTAL	US	SC	CC	
1.0%	0.7%	0.9%	1.1%	A. Under 18
6.6%	7.0%	3.7%	7.6%	B. 18 - 19
10.0%	11.2%	8.0%	10.6%	C. 20 - 21
16.9%	18.9%	19.4%	15.7%	D. 22 - 24
22.2%	23.7%	21.4%	22.2%	E. 25 - 29
16.5%	17.6%	16.3%	16.5%	F. 30 - 34
11.2%	11.0%	13.0%	10.5%	G. 35 - 39
12.0%	7.9%	14.0%	12.0%	H. 40 - 49
3.1%	1.9%	2.8%	3.4%	I. 50 - 64
0.5%	0.1%	0.6%	0.5%	J. 65 and over

3. What is your current Marital Status?

TOTAL	US	SC	CC	
50.9%	56.0%	50.0%	50.2%	A. Single
39.1%	35.8%	41.0%	39.0%	B. Married
7.0%	6.4%	6.6%	7.3%	C. Divorced
2.2%	1.3%	1.8%	2.6%	D. Separated
0.8%	0.5%	0.6%	0.9%	E. Widowed

RESPONSES TO DCE STUDENT SURVEY - continued

GENERAL INFORMATION - cont.

4. How many children do you have?

TOTAL	US	SC	CC	
61.4%	69.1%	63.3%	59.4%	A. None
11.3%	10.1%	9.8%	12.0%	B. 1
15.6%	12.8%	15.2%	16.3%	C. 2
7.5%	6.0%	7.9%	7.7%	D. 3
4.2%	2.1%	3.8%	4.7%	E. 4 or more

5. How old is your youngest child (if you have children)?

TOTAL	US	SC	CC	(7.3% missing)
4.7%	4.8%	4.2%	4.9%	A. Less than 1 year old
10.7%	9.5%	9.1%	11.4%	B. 1 - 4 years old
10.1%	9.2%	10.0%	10.4%	C. 5 - 10 years old
8.4%	5.9%	9.2%	8.6%	D. 11 - 17 years old
7.7%	4.5%	7.5%	8.4%	E. Over 17 years old
58.3%	66.2%	60.0%	56.3%	F. Do not have children

6. What ethnic/racial category best describes you?

TOTAL	US	SC	CC	
89.2%	90.5%	94.2%	87.1%	A. White, Non-Hispanic
4.1%	3.0%	2.3%	4.9%	B. Black, Non-Hispanic
2.4%	1.2%	1.0%	3.1%	C. Hispanic
3.0%	3.7%	1.4%	3.5%	D. Asian or Pacific Islander
0.9%	0.7%	0.9%	1.0%	E. Native American or Alaskan Native
0.5%	0.9%	0.2%	0.5%	F. Cape Verdean

7. Are you a United States citizen?

TOTAL	US	SC	CC	
92.5%	94.8%	96.2%	90.8%	A. Yes
5.8%	3.9%	2.6%	7.3%	B. No,but I am a permanent US resident
1.7%	1.4%	1.3%	1.9%	C. No, I am a non-resident alien

8. Is English your second language?

TOTAL	US	SC	CC	
10.0%	8.1%	5.2%	12.1%	A. Yes
90.0%	91.9%	94.8%	87.9%	B. No

9. How do you usually get to this college?

TOTAL	US	SC	CC	
4.9%	3.6%	3.0%	5.8%	A. By Public Transportation
90.7%	90.2%	91.7%	90.4%	B. Drive and/or am driven
1.8%	3.0%	2.1%	1.4%	C. Walk all the way
2.4%	2.9%	2.7%	2.2%	D. Combination of methods
0.3%	0.3%	0.5%	0.2%	E. Other method

METHODS OF FINANCING

10 - 18 How do you pay for your college courses (tuition and/or fees)?

TOTAL	US	SC	CC	
70.4%	69.0%	74.6%	69.1%	**10.** Own Salary
4.8%	7.3%	6.8%	3.6%	**11.** Bank Loan
2.3%	3.9%	2.7%	1.8%	**12.** Private Loan
18.2%	22.8%	21.2%	16.2%	**13.** Support from Family
3.7%	3.1%	3.2%	4.1%	**14.** Tuition Waiver (need based)
4.6%	5.9%	6.6%	3.7%	**15.** State Employee Tuition Waiver
27.8%	34.2%	24.5%	27.9%	**16.** Other Employer Reimbursement
9.3%	6.2%	7.4%	10.5%	**17.** Other Financial Aid Programs
7.1%	7.3%	8.0%	6.8%	**18.** Other Sources

EMPLOYMENT STATUS

19. If you are employed, how many hours per week do you work?

TOTAL	US	SC	CC	
72.6%	72.3%	70.0%	73.6%	**A.** Full-Time: 35 or more hours
12.1%	15.0%	14.6%	10.7%	**B.** Part-Time: 20 - 35 hours
4.8%	5.0%	5.8%	4.5%	**C.** Part-Time: Less than 20 hours
2.3%	3.0%	2.8%	2.0%	**D.** Temporary Work: hours vary
8.1%	4.8%	6.9%	9.2%	**E.** Not employed/homemaker

20. Which **Occupational Category** best describes your job? (Pick one category.)

TOTAL	US	SC	CC	
27.6%	37.1%	38.3%	22.0%	**A.** Professional,technical & similar workers
11.1%	9.3%	12.2%	11.1%	**B.** Managers and administrators
4.6%	5.2%	4.9%	4.4%	**C.** Sales workers
15.6%	10.8%	11.9%	17.8%	**D.** Secretarial,clerical,data entry & similar workers
7.0%	8.2%	4.1%	7.8%	**E.** Technicians,craftsmen,foremen & similar workers
3.9%	2.7%	2.4%	4.7%	**F.** Machine operative,mechanic,construction & similar
10.3%	8.4%	8.8%	11.2%	**G.** Service workers (e.g.social service,police,health)
3.7%	3.7%	2.7%	4.1%	**H.** Laborers, cleaners, domestic workers, maids
8.8%	10.8%	8.5%	8.4%	**I.** Other Occupation
7.3%	3.9%	6.0%	8.5%	**J.** Not Employed/homemaker

21. In what Industry are you employed? (Pick one category.)

TOTAL	US	SC	CC	
9.0%	7.6%	20.4%	5.2%	**A.** Education
21.8%	17.7%	20.4%	23.0%	**B.** Public Administration & Services(e.g.health,legal)
14.3%	14.7%	14.4%	14.2%	**C.** Private Services (e.g.business,repairs,domestic)
6.8%	4.7%	5.8%	7.6%	**D.** Finance, Insurance, and Real Estate
8.8%	8.2%	8.3%	9.2%	**E.** Retail and Wholesale Trades
3.4%	3.7%	2.6%	3.6%	**F.** Transport,Communication,Utility &Sanitary Services
12.7%	14.0%	8.3%	14.0%	**G.** Manufacturing, Construction
0.7%	1.0%	0.7%	0.6%	**H.** Performing Arts and Entertainment
8.1%	16.6%	6.4%	7.2%	**I.** Computer and related industry
14.4%	11.9%	12.9%	15.4%	**J.** Other Industry or Not Employed

EMPLOYMENT STATUS - cont.

22. In what category does your total **personal** income fit?

TOTAL	US	SC	CC	
5.0%	3.2%	3.7%	5.8%	A. No personal income
8.0%	11.3%	8.3%	7.4%	B. less than $ 5,000 per year
10.6%	9.9%	11.3%	10.5%	C. $ 5,000 - $ 9,999 per year
12.6%	11.0%	10.8%	13.6%	D. $10,000 - $14,999 per year
16.3%	12.2%	13.9%	17.9%	E. $15,000 - $19,999 per year
17.1%	15.2%	16.8%	17.5%	F. $20,000 - $24,999 per year
11.8%	12.1%	12.6%	11.4%	G. $25,000 - $29,999 per year
7.8%	8.9%	9.3%	7.1%	H. $30,000 - $34,999 per year
4.6%	6.7%	5.7%	3.8%	I. $35,000 - $39,999 per year
6.3%	9.6%	7.8%	5.1%	J. $40,000 or more per year

23. What is the **combined income** of all the members of your household?

TOTAL	US	SC	CC	
8.1%	7.4%	7.0%	8.6%	A. No household income
1.9%	2.3%	1.1%	2.1%	B. less than $ 5,000 per year
3.2%	2.6%	2.8%	3.5%	C. $ 5,000 - $ 9,999 per year
4.6%	4.3%	3.6%	5.0%	D. $10,000 - $14,999 per year
6.4%	6.1%	5.4%	6.8%	E. $15,000 - $19,999 per year
8.4%	7.1%	7.6%	8.9%	F. $20,000 - $24,999 per year
8.1%	8.3%	7.2%	8.4%	G. $25,000 - $29,999 per year
8.5%	6.9%	9.0%	8.6%	H. $30,000 - $34,999 per year
8.9%	9.4%	8.9%	8.8%	I. $35,000 - $39,999 per year
41.9%	45.5%	47.3%	39.3%	J. $40,000 or more per year

(4.3% missing)

EDUCATION

24. Are you primarily enrolled as a **Continuing Education** (DCE) student?

TOTAL	US	SC	CC	
76.9%	75.9%	79.7%	76.1%	A. Yes
13.4%	14.6%	12.5%	13.5%	B. No
9.7%	9.4%	7.8%	10.4%	C. Not certain

25. How many, if any, Continuing Education credit courses do you take at a location other than the main campus (i.e. at a branch campus or site) ?

TOTAL	US	SC	CC	
69.0%	71.3%	75.3%	66.4%	A. 0, no courses
14.9%	14.1%	11.8%	16.1%	B. 1 course
8.3%	8.2%	6.1%	9.1%	C. 2 courses
2.7%	2.8%	2.3%	2.9%	D. 3 courses
1.7%	1.1%	1.4%	1.9%	E. 4 courses
3.4%	2.4%	3.2%	3.7%	F. 5 or more courses

EDUCATION - cont.

26. Are you currently also taking classes in the day session?

TOTAL	US	SC	CC	
8.8%	12.4%	8.9%	8.1%	**A.** Yes
91.2%	87.6%	91.1%	91.9%	**B.** No

27. What time of day is best for your classes to start, given your other commitments?

TOTAL	US	SC	CC	
8.7%	7.5%	17.9%	5.7%	**A.** Weekdays: Before 5:00 PM
12.5%	6.3%	23.2%	9.9%	**B.** Weekdays: 5:00 PM
50.7%	48.5%	36.0%	56.4%	**C.** Weeknights: 6:00 PM
25.0%	34.3%	20.2%	25.0%	**D.** Weeknights: 7:00 PM
0.8%	0.9%	0.7%	0.8%	**E.** Weeknights: 8:00 PM
0.3%	0.2%	0.1%	0.4%	**F.** Friday: 5:00 PM or later
1.5%	2.1%	1.6%	1.4%	**G.** Saturday
0.4%	0.2%	0.4%	0.5%	**H.** Sunday

28. What is the **highest** level of education which you have completed?

TOTAL	US	SC	CC	
1.5%	0.8%	0.6%	2.0%	**A.** Some High School
20.6%	12.2%	10.2%	25.9%	**B.** High School Graduate
3.5%	1.5%	1.2%	4.6%	**C.** GED(High School Equivalency Degree)
41.7%	36.5%	29.2%	47.1%	**D.** Some College
14.2%	24.8%	23.7%	8.8%	**E.** Associate Degree
10.3%	15.9%	17.0%	6.9%	**F.** Bachelors Degree
4.3%	3.7%	12.2%	1.6%	**G.** Some Graduate work
3.9%	4.6%	5.8%	3.1%	**H.** Graduate/Professional Degree

29. How many college credits have you accumulated prior to this semester, since your last degree (if any)?

TOTAL	US	SC	CC	
17.6%	13.7%	12.9%	20.0%	**A.** 0 credits
21.6%	16.9%	17.7%	23.9%	**B.** 1 - 9 credits
16.3%	13.4%	15.9%	17.0%	**C.** 10 - 19 credits
10.8%	9.7%	10.6%	11.1%	**D.** 20 - 29 credits
18.5%	18.2%	16.9%	19.1%	**E.** 30 - 59 credits
8.0%	13.1%	11.7%	5.7%	**F.** 60 - 89 credits
7.1%	14.9%	14.2%	3.1%	**G.** 90 or more credits

30. How many Continuing Education credit courses are you taking this semester?

TOTAL	US	SC	CC	
48.8%	46.8%	43.4%	51.0%	**A.** 1 course
33.5%	33.8%	36.7%	32.2%	**B.** 2 courses
10.1%	12.0%	11.9%	9.1%	**C.** 3 courses
4.9%	4.8%	5.8%	4.6%	**D.** 4 courses
2.8%	2.6%	2.2%	3.0%	**E.** 5 or more courses

EDUCATION - cont.

31. Have you been accepted into a degree granting program?

TOTAL	US	SC	CC	
35.4%	38.2%	45.1%	31.4%	A. Yes
46.6%	44.9%	40.3%	49.2%	B. No
18.0%	16.9%	14.5%	19.4%	C. Not certain

32. Select the Program Area in which you are currently enrolled/taking courses.

TOTAL	US	SC	CC	
17.1%	20.5%	21.6%	14.8%	A. Liberal Arts, Humanities, Fine Arts
8.0%	9.4%	10.4%	6.9%	B. Social Sciences, Social Work, Pre-Law
5.5%	8.6%	4.6%	5.2%	C. Math, Physics, Chemistry, Biology
9.0%	20.0%	0.9%	9.8%	D. Engineering, Pre-Eng. , Eng. Technologies
8.0%	4.2%	7.7%	8.8%	E. Health and Allied Health Sciences
27.3%	19.2%	27.1%	28.9%	F. Business, Commerce, Communications
1.7%	0.0%	0.3%	2.5%	G. Secretarial Sciences, Word Processing
5.9%	7.9%	4.7%	6.0%	H. Computer Science, Data Processing
5.1%	4.5%	3.3%	5.9%	I. General Studies
12.4%	5.7%	19.5%	11.2%	J. Other

33. Do you currently intend to complete a degree at this college?
(Pick one answer which best describes your current plans.)

TOTAL	US	SC	CC	
60.3%	66.1%	71.2%	55.3%	A. Yes, I plan to complete a degree at this college
15.7%	11.4%	9.1%	18.9%	B. No, I plan to transfer credits to another col.
9.0%	8.1%	7.1%	9.8%	C. No, Taking a few courses & do not plan to transfer
15.1%	14.4%	12.6%	16.0%	D. Not certain at this time

34. What degree/program, if any, do you plan to complete at this college?
(Pick one answer which best describes your current plans.)

TOTAL	US	SC	CC	
3.3%	1.8%	2.1%	3.9%	A. Diploma
7.4%	2.5%	10.5%	7.2%	B. Certificate
14.7%	3.5%	0.6%	21.8%	C. Associate in Applied Science
14.0%	2.4%	1.3%	20.7%	D. Associate in Arts/Science
5.0%	12.8%	11.9%	1.0%	E. Bachelor of Arts/Fine Arts
14.1%	40.2%	34.5%	1.8%	F. Bachelor of Science
5.1%	6.3%	16.7%	0.8%	G. Masters
0.7%	1.2%	0.6%	0.6%	H. Doctorate/Professional Degree
5.6%	3.1%	1.9%	7.4%	I. Other Degree
30.1%	26.0%	19.8%	34.6%	J. No Degree/ Not certain at this time

EDUCATION - cont.

35 - 41 Why did you enroll in Continuing Education? Please rate how important <u>each</u> of following reasons to enroll was to you.

35. Job advancement

TOTAL	US	SC	CC	
51.4%	46.4%	46.6%	54.0%	A. Major Reason
20.9%	20.5%	22.4%	20.5%	B. A Reason
6.8%	7.0%	7.3%	6.6%	C. Minor Reason
20.9%	26.1%	23.7%	18.9%	D. Not A Reason

36. To earn a degree/certificate

TOTAL	US	SC	CC	
60.8%	57.4%	67.1%	59.2%	A. Major Reason
19.1%	20.7%	17.8%	19.3%	B. A Reason
5.9%	7.3%	4.4%	6.3%	C. Minor Reason
14.1%	14.6%	10.7%	15.2%	D. Not A Reason

37. Improvement in specific academic skills

TOTAL	US	SC	CC	
33.4%	28.4%	30.9%	35.2%	A. Major Reason
34.2%	37.1%	35.4%	33.2%	B. A Reason
15.5%	16.3%	16.1%	15.1%	C. Minor Reason
17.0%	18.2%	17.6%	16.5%	D. Not A Reason

38. Support for studies in regular day degree program

TOTAL	US	SC	CC	
10.4%	11.3%	9.5%	10.5%	A. Major Reason
8.3%	7.5%	6.6%	9.1%	B. A Reason
8.1%	7.4%	6.4%	8.8%	C. Minor Reason
73.2%	73.7%	77.5%	71.5%	D. Not A Reason

39. Scheduling problems in taking day courses

TOTAL	US	SC	CC	
21.3%	21.2%	19.7%	21.9%	A. Major Reason
11.1%	12.5%	9.5%	11.5%	B. A Reason
7.6%	6.0%	7.2%	8.0%	C. Minor Reason
60.0%	60.3%	63.7%	58.6%	D. Not A Reason

40. Unable to find meaningful employment

TOTAL	US	SC	CC	
9.7%	7.5%	7.9%	10.8%	A. Major Reason
7.7%	6.9%	6.4%	8.4%	B. A Reason
7.1%	5.2%	6.5%	7.6%	C. Minor Reason
75.5%	80.4%	79.2%	73.2%	D. Not A Reason

41. Mainly for self-improvement

TOTAL	US	SC	CC	
39.6%	30.6%	34.5%	43.1%	A. Major Reason
31.3%	35.4%	33.4%	29.8%	B. A Reason
12.7%	13.3%	13.9%	12.1%	C. Minor Reason
16.4%	20.7%	18.2%	15.0%	D. Not A Reason

42 - 55 The decision to attend a particular college is usually influenced by a variety of factors. Please indicate whether each of the following factors was relevant to your decision to attend this particular college.

42. Availability of a specific course of study

TOTAL	US	SC	CC	
54.1%	51.5%	54.9%	54.3%	A. Very True
31.0%	32.9%	32.3%	30.2%	B. Somewhat True
3.7%	4.0%	3.5%	3.8%	C. Somewhat False
1.9%	2.6%	1.6%	1.9%	D. Very False
9.2%	9.0%	7.7%	9.8%	E. Did Not Consider

43. Convenient location

TOTAL	US	SC	CC	
65.3%	57.7%	63.7%	67.3%	A. Very True
23.8%	26.2%	24.4%	23.2%	B. Somewhat True
4.3%	6.7%	5.1%	3.6%	C. Somewhat False
2.8%	4.2%	3.8%	2.1%	D. Very False
3.8%	5.2%	3.0%	3.8%	E. Did Not Consider

44. Affordable Cost of attending

TOTAL	US	SC	CC	
54.8%	45.3%	57.4%	55.7%	A. Very True
27.8%	32.1%	27.6%	27.0%	B. Somewhat True
5.8%	7.6%	5.6%	5.6%	C. Somewhat False
2.9%	4.1%	2.7%	2.8%	D. Very False
8.7%	11.0%	6.7%	9.0%	E. Did Not Consider

45. Convenient dates & times of classes

TOTAL	US	SC	CC	
44.0%	35.9%	40.4%	48.3%	A. Very True
36.9%	42.2%	40.2%	34.7%	B. Somewhat True
6.2%	7.9%	7.2%	5.6%	C. Somewhat False
2.9%	3.0%	3.2%	2.8%	D. Very False
9.0%	10.9%	9.0%	8.6%	E. Did Not Consider

46. Amount of Financial Aid given

TOTAL	US	SC	CC	
8.8%	6.3%	6.7%	10.0%	A. Very True
7.8%	7.8%	5.9%	8.5%	B. Somewhat True
5.9%	4.6%	5.8%	6.2%	C. Somewhat False
15.3%	16.7%	16.4%	14.7%	D. Very False
62.3%	64.6%	65.2%	60.8%	E. Did Not Consider

47. Types of Student Services offered

TOTAL	US	SC	CC	
6.8%	4.6%	3.3%	8.5%	A. Very True
13.6%	12.2%	10.7%	14.8%	B. Somewhat True
8.5%	7.9%	9.3%	8.3%	C. Somewhat False
10.3%	11.3%	10.8%	9.9%	D. Very False
60.9%	64.0%	65.9%	58.5%	E. Did Not Consider

48. Availability of developmental/remedial courses

TOTAL	US	SC	CC	
6.4%	3.9%	3.6%	7.8%	A. Very True
14.1%	14.0%	10.9%	15.2%	B. Somewhat True
8.3%	8.3%	7.3%	8.7%	C. Somewhat False
9.9%	10.0%	10.3%	9.8%	D. Very False
61.3%	63.8%	67.9%	58.5%	E. Did Not Consider

RESPONSES TO DCE STUDENT SURVEY - cont.

EDUCATION - continue Q42-55

49. Academic reputation of college

TOTAL	US	SC	CC	
15.8%	24.4%	15.0%	14.5%	A. Very True
38.3%	46.0%	41.6%	35.7%	B. Somewhat True
9.3%	6.8%	10.0%	9.6%	C. Somewhat False
6.6%	4.5%	6.7%	7.0%	D. Very False
29.9%	18.2%	26.7%	33.3%	E. Did Not Consider

50. Accessibility to public transportation

TOTAL	US	SC	CC	
7.5%	6.2%	4.2%	8.9%	A. Very True
8.2%	8.8%	7.8%	8.2%	B. Somewhat True
5.6%	5.9%	5.5%	5.6%	C. Somewhat False
11.8%	11.2%	11.6%	12.0%	D. Very False
66.9%	67.8%	71.0%	65.2%	E. Did Not Consider

51. Was not accepted by my first-choice college

TOTAL	US	SC	CC	
3.1%	2.9%	2.1%	3.6%	A. Very True
3.9%	4.6%	3.2%	4.1%	B. Somewhat True
3.8%	3.7%	3.0%	4.1%	C. Somewhat False
34.8%	35.2%	37.4%	33.7%	D. Very False
54.4%	53.6%	54.3%	54.6%	E. Did Not Consider

52. Types of extracurricular activities available

TOTAL	US	SC	CC	
3.5%	3.2%	2.4%	3.9%	A. Very True
6.4%	7.1%	5.0%	6.8%	B. Somewhat True
4.9%	6.2%	3.6%	5.1%	C. Somewhat False
13.0%	12.1%	13.3%	13.0%	D. Very False
72.2%	71.4%	75.7%	71.2%	E. Did Not Consider

53. Able to identify with fellow students

TOTAL	US	SC	CC	
6.8%	4.1%	4.5%	8.2%	A. Very True
18.6%	18.9%	18.9%	18.5%	B. Somewhat True
6.7%	7.7%	6.2%	6.6%	C. Somewhat False
9.7%	9.3%	9.7%	9.7%	D. Very False
58.2%	59.9%	60.7%	56.9%	E. Did Not Consider

54. Attractive campus atmosphere/appearance

TOTAL	US	SC	CC	
6.9%	4.8%	4.7%	8.0%	A. Very True
20.8%	19.0%	18.6%	22.0%	B. Somewhat True
7.7%	9.4%	8.2%	7.2%	C. Somewhat False
10.1%	13.7%	11.2%	9.1%	D. Very False
54.5%	53.1%	57.4%	53.7%	E. Did Not Consider

55. College was recommended to me

TOTAL	US	SC	CC	
15.7%	14.5%	13.9%	16.6%	A. Very True
26.6%	28.7%	27.8%	25.8%	B. Somewhat True
6.2%	6.9%	6.5%	5.9%	C. Somewhat False
10.7%	8.9%	11.1%	10.9%	D. Very False
40.8%	41.0%	41.7%	40.8%	E. Did Not Consider